

INTERNATIONAL STUDIES 90

Honors Thesis Seminar Fall 2005

Class meetings: W 1.00pm-3.00pm
Saunders Hall 2nd Floor Conference Room

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Office hours: By appointment

Course goals: You have decided to take on the challenge and pleasures of writing a senior honors thesis. The senior honors thesis is an INDEPENDENT research project. While your advisors will provide you with general guidelines, the thesis requires INDEPENDENT thinking, search for materials and resources, and time management. The thesis is not like a term paper in your courses, where your instructors may have guided you through each step in defining a question, gathering supporting information, and writing a coherent essay. The distinguishing characteristic of an Honors Thesis is its need for immense independent (and challenging, exciting) work from the student. To graduate with honors is a very respected achievement and only few students are able to achieve such honors. The ability to work independently distinguishes a student who has achieved honors from one who has not. To earn these honors, you must be able and willing to work independently and exercise TIME MANAGEMENT meeting all datelines.

This course is meant to help you learn the general principles of research for a thesis length document. Class time is spent discussing (1) how to formulate your research questions, (2) library and field research techniques, and (3) the writing process. This is a year-long course. In the first semester, you will be expected to write a rough draft of approximately two-thirds of the thesis. In the spring semester, you will complete your thesis and spent a considerable amount of time rewriting and refining it. One distinguishing characteristic of an Honors thesis, and certainly of the best theses, is the time and effort that is put into editing your written work. A good estimate for all but the most exceptional of writers is that for every hour spent writing, you will spend two hours editing what you have written.

Writing an honors thesis is an ambitious undertaking, but it is also an extremely rewarding experience. Unlike many courses you have taken at UNC, this one helps you to produce your own contribution to knowledge and to follow your own sense and passions about what questions about the world are important to ask.

Division of labor. My goal is to provide you with an outline of how to define your research question, what research methods might be available to you, and to get you writing. I provide generic assistance. Your thesis advisor provides you with substantive advice. For help with writing, you should go to the Writing Center at UNC. For help with finding research materials that you have not been able to locate, you should go to the Reference section of Davis library and seek the assistance of a reference librarian. Your task is to work independently, with the above help, to produce the thesis. For bureaucratic matters, e.g., arranging rooms, projectors and laptops for oral defense, Anne Scaff in the Curriculum in International and Area Studies can help.

Thesis topic and adviser: You must begin class with a basic sense of your thesis topic and with a thesis adviser already in mind and preferably committed to your project. If you have

not done so already, you need to choose a thesis adviser in the next week to ten days. This person will guide you in the process, and will be your main source of substantive expertise. You should choose somebody who is familiar with your topic, who will give you the time to sit and discuss issues with you twice a month, and with whom you can work. You must see this person regularly throughout the two semesters. Make sure that your thesis advisor is willing to give you time. If he/she is not, you will not be able to get any guidance and will flounder and be unable to complete your thesis. One place to begin in choosing an adviser is in courses you already taken and in which you have come to know, understand, and like the kind of research and ideas a particular discipline and/or faculty member brings to international studies. The Curriculum in International and Area Studies has about twenty joint faculty members, with departmental homes in Political Science, History, Anthropology, African and African American Studies, Asian Studies, and Geography, and these might be a good pool of possible faculty members to think about. However, your choice of adviser is not restricted to this group. There are many other international centers and units at UNC-CH and there are many faculty members with research and teaching interests in international studies.

In selecting an adviser, it is crucial that you think about the kind of research you want to do. Each discipline and domain of the sciences, social sciences, humanities, and the arts may have very different conceptions of what counts as good scholarship and what is required of what each refers to as 'research'. In selecting an adviser and a second reading be sure to think about the disciplinary contexts within which you want to ask and answer your question(s), the types of analytic framework with which you feel either most comfortable or with which you wish to engage for scholarly and/or professional reasons. Some advisers will expect that you define a research question narrowly in terms of a specific literature and methodology, perhaps asking you to define your hypothesis and how you will test it. Sometimes we call this an **analytical** approach to research. Others will be more comfortable with you exploring a 'domain' of research and drawing on frameworks that work with a wide variety of sources and methods to try to answer your question. We sometimes refer to these as **interpretive** approaches to research. Yet other advisers will expect that you attempt to answer your research question in terms of the social actors, institutions, and practices that shape the world you are investigating. Different disciplines might refer to this approach as a **relational, contextual, or complex** analysis. In approaching an adviser (and later a second reader) it will be useful if you understand what kinds of approach to research most excites you. We mean something very specific when we refer to academic '**disciplines**'. Which discipline are you trained in and which do you want to explore this year?

You must have either a defined topic in the first 15 days of the semester, otherwise it will not be possible for you to remain registered in the course.

You must also email to Ms. Anne Scaff at the International Office your advisor's name and dept, and his/her email and postal address by the middle of the third week of the semester. Otherwise, it will not be possible for you to remain in this course.

Thesis writing support: One of the most important routes to success in anything involves collaboration with others. You should pair up with another student in the seminar who will be your "thesis buddy" throughout the year. The two of you will read for each other's drafts and provide support for each other in this process.

Readings: Most of the reading you will do for this seminar will be of your choosing on the topic of your thesis.

The three primary sources we will read over the semester (and into the spring) are.

1) Wayne C. Booth, Joseph Williams, and Gregory G. Colomb. *The Craft of Research*. University of Chicago Press, 2003. [I have purchased 9 additional copies of this book. You may purchase one of these from me for \$10.00 or obtain your own copy from a bookstore or online dealer].

2) Charles C. Ragin. *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. University of California Press, 1987 (paperback 1989).

3) You will also be asked to read several short papers on proposal and thesis writing. While primarily addressed to proposal writing for graduate students, these are extremely clear and useful statements of the kinds of thinking needed for successful completion of an Honors Thesis.

- Adam Przeworski and Frank Salomon *The Art of Writing Proposals*.
http://www.ssrc.org/fellowships/art_of_writing_proposals.page
- Michael Watts. *The Holy Grail: In Pursuit of the Dissertation Proposal*.
<http://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf>
- Dissertation Proposal Workshop: <http://globetrotter.berkeley.edu/DissPropWorkshop/>
- <http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/>

Grades: Students enrolled in INTS 90 will receive an SP if satisfactory progress has been made by December. This grade will be changed to a letter grade matching the one you receive in the spring semester for the completed thesis. If your work is incomplete in December, you will receive an INCOMPLETE. If you do receive an incomplete, it is very likely that you will not complete a thesis. It counts as a 0 in the GPA until changed, and becomes an F after sometime.

Planning for spring semester: By mid-semester, you should have solicited a second reader for your thesis. Your adviser will be able to recommend several possible second readers for your topic. Be sure to begin to meet with this second reader to learn from him or her as much as possible about the topic of your research. To graduate with honors or highest honors, you must complete your honors thesis and defense by mid-April, 2004. It will be best to leave yourself some leeway, and schedule the defense by April 3th, 2004. Your completed chapters, (except for suggested revisions from your advisor during the oral presentation, should be handed to your advisor and I one week before your oral defense. By February 1st, 2004, you should have locked in your thesis defense dates. Your advisors will have other theses and dissertations to examine as well as travel commitments in late spring (often a time of conferences or invited presentations), so lock in the date by February 1st, 2004.

Other resources for thesis writing: Copies of previous International Studies theses can be found at the Curriculum in International and Area Studies office at 134 E. Franklin Street, or in Wilson Library's North Carolina Collection. Theses may be read in the CIAS Office during normal office hours.

The Writing Center. The Writing Center is a very important resource. I encourage all of you to become familiar with their services. Information on those services and many useful ideas on research and writing are at WWW.UNC.edu/depts/wcweb/. See especially the section on "Writing your dissertation," even though directed at graduate students. You might also use their calendars for planning.

Campus libraries. Students should become familiar with wide range of resources available from campus libraries. We will have a special tour of Davis Library in order to become familiar with their international resources.

Odum Institute for Research in Social Science, located in Manning Hall. The Odum Center (IRSS) has a wide range of national and international data. It also houses a computer lab. We will have an introduction to the Center as a class.

Other writing resources on the internet:

Citation: See the journals for the professional association in the field of your choice. For humanities or psychology style, see The Writing Center website.

For advice on how to cite the internet, see

www.connectedteacher.com/newsletter/citeintres.asp

Common errors in English: www.wsu.edu/~brians/errors/

How to succeed

- Keep all deadlines. If you miss deadlines, you probably cannot finish the thesis on time. You are responsible for policing your own time management. Neither your advisor nor I are responsible for policing this.
- Work independently.
- Focus your question, be able to explain why it is an important question and to what scholarly literatures and debates or issues it refers (and may contribute). The difference between a term paper and a thesis is mainly in the sharpness of focus and the depth of research required of a thesis. The success of a thesis is measured by the effectiveness with which the research question is defined, the quality and appropriateness of the methods used to carry out the research, the extent to which appropriate evidence has been marshaled to address the research question, and the clarity of writing and analysis in the final thesis.
- Work closely with substantive advisors. At the least, you must meet them twice a month. They are doing you an immense favor and valuable service by being your advisors even though they are short on time. Please respect their time by turning in well-written drafts (spell check, check for good grammar, write in clear and direct prose) and prepare all your discussions questions and issues, so that your meetings with them can be productive for you and your advisors. Do not give them reasons to feel you are wasting their time and unappreciative of their constraints.
- Create a support group for yourself to get you through the thesis – your family and friends.
- **INDEPENDENCE and TIME MANAGEMENT** are key.
- Formulate a focused research question. Once you have a strong enough sense of what your research question is and have written it down, your advisor and I can help you sharpen it. If you give us very vague statements, we have nothing to work with you on. You must provide the necessary ingredients for us to work with you. If you don't provide the ingredients, you can't expect us to help you.
- Your advisor and I will give you broad conceptual feedback on your written work. Your advisor will make comments on substantive issues and I will make comments on more

mechanical aspects of your thesis. We do not provide line-by-line comments or proofreading of your English language. You should take the comments we give and apply it to the rest of your chapters. For example, if we tell you on one paragraph how to develop a more powerful argument, you should use that feedback for the rest of your thesis. You should not expect us to go through each paragraph and make the same comments. If you give us poorly written pieces of work, with spelling and grammar errors and if you fail to adhere to datelines, you should not expect us to read your work.

The honors thesis is a tough undertaking. If you are independent, mature, manage your time well, and prepare yourself sufficiently so that your advisor and I can help you, it will be a tremendously rewarding experience. If you adhere to datelines and are excited about thinking for yourself, then you should be able write a thesis.

Hints:

1. Keep a daily journal/notebook in which you jot down ideas, references, and data relevant to your thesis that you encounter in the course of your other activities,
2. Write on your thesis for at least one hour each day,
3. Keep 1 full days free each week to work on thesis research and writing, and
4. Integrate your thesis work with other coursework (selecting class readings that help develop your understanding of your topic, choosing short class projects and papers that complement your thesis, and testing out your thesis ideas (if appropriate) in class discussions and presentations).

APPENDIX I: AN EXAMPLE OF THE STRUCTURE OF THESIS CHAPTERS

Thesis title: Protecting domestic immigrant rights during external wars: the role of the executive and the legislature

Chapter 1: Introduction

What is your research question? Why is it important?

I study the effect of external wars on the treatment of immigrants at home in contemporary democracies. In particular, I study how the executive and legislature can amplify or attenuate violations of the basic human rights of immigrants. This topic is important because it sheds lights on potential human rights abuses that may arise during external wars.

Chapter 2: Literature review

What outcome are you trying to explain? What factors might explain this outcome of interest? What patterns across cases are you looking for? What are the relevant theories and literature that sheds light on your research question? What terms must be defined? The researcher clarifies the term immigrant rights, a clarification crucial to her argument. Review literature on immigrant rights protected under US constitution, both for naturalized immigrants and descendents of immigrants born in the US. She reviews differences of opinion in literature. She then takes a stance, providing arguments, on what she considers the proper baseline for immigrant rights. She then explains the role the executive and legislature can play in influencing immigration policies – e.g. the role of executive orders and congressional acts in modifying immigration rights.

Chapter 3: Research design

How will go about answering your research questions? For example, if you choose to use comparative case studies, you will explain: what are your case studies and why you chose these two cases? What are the sources of your information.

Method

I choose three case studies. (1) the treatment of Japanese immigrants in the US during the WWII and (2) the treatment of Arab immigrations in the US during the 2003 US-Iraq War. I choose these two case studies because of the contrasting outcomes in the worst case of abuse of immigrant rights. While the Japanese immigrants were interned during WWII, Arabs were not interned even though x Arab-Americans were taking in for questioning.

Data collection

My data sources are archive materials, books and commentaries on these topics, and interviews of scholars. In particular, I have found useful the extensive archive of individual case histories collected by the Immigrants Human Rights Network.

Chapter 4 (possibly 5): Results

What can we learn from your case studies? Here, the researcher provides a description of White House and Congressional Policies during WWII against Japanese Americans and a description of the underlying views of immigrants and suspicions. Here the researcher also provides potentially contrasting policies of the White House and Congress during the US-Iraq war, even though the policies were not completely respectful of immigrant rights. Bush did make important announcements on the necessity to respect the rights of Arab Americans. However, various roll-backs of protection of immigration rights occurred through the US Patriot Act.

Chapter 5 or 6: Conclusion

What are the implications of your studies? Protecting the rights of immigrants has on the whole improved if we take the baseline of internments of immigrants as the worst case scenario. However, if we take the baseline of respecting constitutional rights of immigrants under the US constitution, we can argue that the executive and legislature has not fully protected the rights of immigrants.

APPENDIX II ORAL DEFENSE

I. Consult your advisor and second reader at the start of the Spring Semester to lock in a defense time.

II. Arrange a room for the defense with your adviser or, if needed, with Ms. Scaff. Often a faculty office or departmental seminar room is most convenient. The defense consists of two readers and yourself; a large room is not necessary.

III. Submit **Oral Defense Time** form to Anne Scaff.

IV. If you need a projector, laptop, etc., for your final presentation, ask your adviser or, failing that, Ms. Scaff.

V. Prior to the Oral Defense obtain a copy of the **Form for Thesis Advisor Oral Defense Results** from Anne Scaff and prepare an envelope with my campus address: Dr. John Pickles, Department of Geography, CAMPUS CB 3435

Last date for Oral Presentations: **April 3rd, 2004**

You present. Your advisor and second reader attend.

- 20 minutes presentation. Maximum 6-8 slides. You don't have time for more slides
- 50 minutes discussion.
- Avoid putting too much information on one slide.
- Avoid long sentences unless you want to read them verbatim (e.g., quotes). The audience can be distracted by trying to listen to you while reading something different on your slide.
- Avoid distracting color schemes on slides--a simple background allows the important information to come through more clearly.
- Use color where it is useful in conveying information. Too many colors on a slide can be distracting.
- Avoid animation and special effects where they do not convey information, but do use sequential introductions of information where helpful.
- Make sure all lettering and objects can be seen clearly from the back of the room where the illustration will be shown.

At the end of your presentation, give your advisor the **Form for Thesis Advisor Oral Defense Results** and an envelope with my campus address.

APPENDIX III Guidelines for the Submission of Honors Essays

North Carolina Collection
Wilson Library
University of North Carolina at Chapel Hill

The North Carolina Collection in Wilson Library is the official depository for all undergraduate honors essays from this campus. Each essay received is catalogued, bound in a volume with others from that department, and permanently preserved in the closed stacks of the North Carolina Collection. Receipt of an approved honors essay by the North Carolina Collection is tantamount to publication, and the essay will be made available to the public.

1. The archival copy (the copy submitted to the North Carolina Collection) must be on 8 ½" x 11" paper, 100% cotton content, 16 or 20 weight, with a 1 ½ inch left margin for binding.
2. If the essay includes original art, photographs, graphs, charts, maps, or similar items, the copy deposited with the North Carolina Collection must have those original items, not photocopies. Videos, cassettes, or other sound or image formats that are part of the honors essay must also be submitted.
3. Each essay should be signed on the title page by the student's advisor.
4. The departmental advisor should annually collect all essays from his or her department and send or deliver them—unbound—to the Reading Room of the North Carolina Collection on the second floor of Wilson Library (room 506, CB# 3930), along with a list of all honors graduates from that department for that year.
5. Each honors advisor should inform the North Carolina Collection if a student is graduated with honors but submits no formal essay, or if that department has no honors graduates that year. The following recommendations from the honors committee are not official UNC policy.
 - The title page should include title, your name, Intl Honors Thesis, University of North Carolina-Chapel Hill, semester, and then a line for your advisor to sign with "Department Advisor" underneath the line.
 - The order of presentation is up to you. Figures can either be interspersed throughout the text or can go at the end.
 - Figure pages do not need to be numbered, but should be counted when they are part of the text section.
 - Figure legends can go on the same page if there is enough space or on a facing page, which is not additionally numbered.
 - A thesis abstract is required

Appendix IV: Previous thesis writer's reflection on thesis.

8 May 2003

I wrote my thesis in the 2002-2003 academic year and completed it. I hope the wisdom I gained can be of use to the next generation. Self-guided is a good description of the thesis process. No one tells you what to do next or how to do it, which is a major difference from normal, professor-guided classes. No one really polices what you do, as long as it gets done. Time management – getting started as early as the summer with a topic and mulling through it is of tremendous help.

It is not the advisor's job to walk you through the process. Everything else you do as a student is so structured and the thesis/research process is so unstructured; no one tells you what to do next, no one polices your work, no one might catch mistakes early on but you have to be vigilant yourself.

It's a trial by fire, but you learn a lot of valuable lessons for the future. The student must have a strong sense of where he/she is going with the project. Only then the advisor can provide some guidance.

I might recommend that only students who have done independent work in the past consider writing a thesis, or that those who haven't done independent work talk to someone who has, so they understand this and know what to expect.

I like having topic and advisor arranged early. I like the buddy system. And it's critical that the advisor have enough time/interest in the project. Meeting twice a month with the advisor is a good schedule.

I thought I'd have a lot more time to work on grammar/style/writing quality, but I had to a lot of unanticipated revisions. Things took longer than I expected. I feel like my thesis could have been better written. I love the idea of requiring the students to take their work to the writing center.

Looking at my thesis experience makes me realize what an ambitious undertaking writing a thesis is. Make sure you understand how ambitious it is. Make sure you're doing it for the right reasons – you really want to do research, not you really want to graduate with Honors. I bet if you could graduate with Honors here without writing a thesis, a lot fewer people would write theses. And make sure you understand the skills you need to be a good researcher, and how that's different from the skills to be a good student. A good researcher is very much more self-directed than a good student. It was a great experience for me – lots of pain and lots of gain. Good luck!

Student graduated May 2003 with Honors

APPENDIX V: Class schedule

August 31.

No class: The first class of the semester will be September 7.

Goals for the first week of the semester: Read the syllabus thoroughly and read one or two theses in international studies in the library of the CIAS office. Also, use this week to draft out a half page thesis question and explanation of its significance (you will be asked to read this out in class next week). Also spend some time to meet with your adviser if you have not already, and sharpen or finalize your research topic.

Read: An interview with Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams authors of *The Craft of Research*.

<http://www.press.uchicago.edu/Misc/Chicago/065685in.html>

An outline of *The Craft of Research*:

http://courses.nus.edu.sg/course/socsja/English/craft_research.htm

UNC-CH Writing Center. Writing an Honors Thesis.

<http://www.unc.edu/depts/wcweb/handouts/honors.html>

What is Good Writing? <http://www.unc.edu/depts/wcweb/pdf/writing.pdf>

September 7.

Goal: Nuts and bolts. Bring the syllabus to class. Review requirements for honors thesis (i.e. oral presentation and thesis). Introductions. Timeline. Deadlines. Advisor and second reader.

Read: *The Craft of Research*, Chapters. 1-2,

September 14.

Goal: identify research questions. The more focused the better. You want a question that is sufficiently focused that you can answer it in 1.5 semesters.

Read: *The Craft of Research*, Chs. 3-4.

Chap. 3: From Topics to Questions:

Chap. 4 From Questions to Problems: Especially 4.3 Finding a Good Research Problem

Due in class: 1 page outline of your thesis topic or research question. In class, you will be present your thesis topic or research question to your fellow students. Identify your thesis buddy (thesis buddy issue is left to yourselves to arrange). What is your research question? What is important? How will you answer it? Case studies? If case studies, what are your cases?

September 21

Goal: (a) First hour: Continue discussion of student's thesis topics from September 14. Is your research question researchable? How will you carry out the research? How will you know if you have answered your question? (b) Second hour: IRB and Research Ethics.

Due by class time: Meet with your advisor to talk about your research question and the kinds of key readings you need to work through.

Ethics in Research and the role of the IRB (Institutional Review Board): do I need to file?

Read: Online guide to the IRB Process: http://research.unc.edu/ohre/guide_to_irb.php

Researcher's Guide to the IRB Process and Human Subject's Research. Office of Human Research Ethics, March 2005. http://research.unc.edu/ohre/researchers_manual_hsr.pdf

September 28

1.00-2.00 pm: Meet with International Documents and Resources Reference Librarian, Robert Dalton, at the entrance to Davis Library for orientation to sources relevant to international research projects.

2.00-3.00pm: Saunders Hall Conference Room.

Goal: Formulating your research questions and the variety of approaches to finding answers. Organizational skills. Discussion of common mistakes made in research – questions too broad, procrastination, too ambitious agenda.

Read online: Chapter 6. Organizing the Research Process. In Mark Hellstern, Gregory M. Scott, and Stephen M. Garrison. *The History Student Writer's Manual Prentice Hall 1998*
<http://www.holycross.edu/departments/history/alauria/methods/process.htm>

Due by class time: Meet with your advisor to talk about reading and research plan.

Due in class: 1-2 page description of your reading and research plan for the semester. You will present this plan to the class.

October 5

Goal: Using sources

Read: *The Craft of Research*, Chapters. 5-6.

- Chap 5 From Problems to Sources
- Chap 6 Using Sources

October 12

Writing Center Workshop, Mike Bogucki (English department).

Due: Annotated bibliography of five to ten works. Come prepared to discuss these.

Meet with your advisor to talk about reading and research plan.

October 19:

First read these documents:

<http://www.unc.edu/depts/wcweb/handouts/thesis.html>

<http://www.unc.edu/depts/wcweb/handouts/argument.html>

Then meet with your advisor to talk about research issues.

October 26: No class.

Read. Overview of the writing process.

Chp 12: *The Craft of Research*.

Chp 13: Revising your organization and argument

Chp 14: Revising your style: Telling your story clearly

November 2:

Due An outline of the entire thesis, with first chapter outlined in detail

A deeper understanding of social science research method

Read: Ragan, *The Comparative Method*

Chp. 1: The distinctiveness of the comparative social science

Chp. 2: Heterogeneity and causal complexity

Chp 3: Case oriented comparative methods

- Michael Burawoy. The Extended Case Method. *Sociological Theory*, Vol. 16 Issue 1 Page 4 March 1998 [Available on-line].
- Doing Ethnography:
<http://globetrotter.berkeley.edu/DissPropWorkshop/resources/ethnography.pdf>
- Ethnographic Methods Bibliography:
http://globetrotter.berkeley.edu/DissPropWorkshop/resources/ethnog_bib.pdf
- SSRC Resources on Field Methods:
<http://globetrotter.berkeley.edu/DissPropWorkshop/resources/SSRCresearch.pdf>
- You may also like to skim read essays in this Special Issue on Fieldwork .Singapore Journal of Tropical Geography 24 (2): 258-262.

Meeting with advisor: Obtain his/her feedback on outline of Chapter 1

November 9: No class

Due in my mailbox 10am. Chapter 1.

Meeting with advisor: Obtain his/her feedback on Chapter 1

Meeting with writing consultant. Take two pages of your chapter 1 and meet with a writing consultant at the Writing Center. Be sure to check if you need to make an appointment for the time you want to go.

November 16:

Goal: How to make arguments - evidence and structures. Discussion of dilemmas each thesis writer is facing.

Read: Craft of Research, Ch. 7 (pp. 85-93).

November 21 (Note: This is a Monday):

Due at my mailbox 10am. Outline Chapter 2

Meeting with advisor: Obtain his/her feedback on Outline of Chapter 2

November 23: No class. Thanksgiving.

November 28 (Note: This is a Monday):

Due at my office 10 am.

Chapter 1 and Chapter 2 together, with table of contents for entire thesis. This will be evaluated for your grade in INTS 90.

Meeting with advisor: Obtain his/her feedback on Chapter 2

Meeting with writing consultant. Take two pages of your chapter 2 and meet with a writing consultant at the Writing Center.

December 7: Last meeting of the Fall semester.

Chapters 1 and 2 returned with comments and for discussion.

Planning the Winter Break and early spring.

Winter Break – VERY important. Work on Chapter 3. You have very little time left when you return from winter break. All the data you need for Chapter 3 should be gathered by Jan 1 2003, so that you can spend January writing up Chapter 3. If you wait till the spring semester to start gathering all the materials you need for Chapter 3, you will not finish your thesis on time. Chapter 3 may well be the most difficult chapter to write. You will have to write it, and revise it several times, before your chapter makes sense. From my experience teaching honors thesis, Chapter 3 has consistently been the biggest stumbling block.

DELIVERABLES -- Deliverables to me and to your thesis advisor

To me: all work must be double sided, 1.5 line spacing, 11 point font. Unless otherwise specified (as above), all delivered in class on time. No email attachments accepted. No late work accepted unless accompanied by medical letter.

Sept 14: Outline of research question
Sept 28: Reading and Research plan
Oct 12: Annotated bibliography
Nov 2: 1st chapter outline and outline of entire thesis
Nov 9: Chapter 1
Nov 21: Outline Chapter 2
Nov 28: Chapter 1 and Chapter 2, plus table of contents for entire thesis

Preview Spring semester

Early Jan: Chapter 3. Outline
End Jan: Chapter 3: Draft
Mid-Feb: Chapter 4: Outline
End-Feb: Chapter 4: Draft
Third week March: Hand all revised chapters to advisors

By April 3rd: Oral defense

April 3-mid April: Final revisions

Final copy bound and signed. Mid-April: Hand in to Ms. Anne Scaff.